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A Message from the Editor

Frederick Dembowski
Lynn University

This issue of the *AASA Journal of Scholarship and Practice* has a nice blend of, well, scholarship and practice! The first two research-based articles focus on two areas that are vital to the educational process, yet are sometimes less emphasized in the preparation of school administrators; namely school facilities and discipline. A practice-based article follows these on how to provide effective internships to prospective school administrators. The last three items in this issue provide information for professors and students on topics including: ISLLC related websites, a review of the educational experience of the last half century and the experiences of a professor and school board member.

The first article by Kant and March entitled "Effective Strategies for Addressing Challenging Behavior in Schools" provides useful and important information on how teachers and administrators can address the problem of disruptive behaviors in the classroom. Based on research, the authors review what works and doesn't work in dealing with this problem. They also provide a structure and process for establishing an effective behavior management program in a school.

The next article by Holt, Smith and Capps discusses the issue of school facilities and how a number of states regulate and provide funding for renovating and building facilities. They also talk about the rev-

(continued on page 2)

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A Message from the Editor

(continued from page 1)

enues, particularly bonds and tax levies to pay for the bonds, and give strategies for success.

The Gruenert and Balch article entitled “Moving Beyond a Competency-Based Internship” provides a structure for observations that may be used as a “recipe” for the internship. This structure consists of eight outcomes that they feel will enhance the quality and effectiveness of the internship experience.

Follo and Lonze provide a listing of websites that professors and students may use to obtain in depth information regarding the ISLLC Standards. They have organized the listing around the six standards, with an overview section. This listing is a valuable tool for professors’ use in their courses on educational leadership.

The first book review of this issue, written by Professors Genzen and Konnert, is on the book *Educated Guess: A School Board Member Reflects*. This book is a collection of essays by an educator who has served as a school board member and the president of a school board. It is divided into two sections: the school board functions and “teaching.” The authors state that the book is “a pleasure to read” that delivers a “straight forward talk with a message.”

The next review by Professor Chris Calvin of the book *Csikszentmihalyi to Loveless: Kaleidoscope’s Tenth Anniversary Edition (2004)* points out that “nothing in the educational or political realm is quite so easy to summarize.” The book provides a summary of the educational experience of the last half-century, each of the nine sections of the book having a focus on specific aspects of education.

Effective Strategies for Addressing Challenging Behavior in Schools

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In the United States today, there is a growing number of children exhibiting disruptive behavior. The rising rates of violence among youth in society parallel the increase in numbers of students who engage in severe problem behavior in schools. Schools are currently confronting a number of disturbing trends regarding school discipline, violence, gangs and behavior management issues. School discipline, specifically, has been identified as one of the most serious ongoing problems confronting public school systems (Walker, Colvin, & Ramsey, 1995). Disruptive behavior within the school setting is increasing and threatening effective classroom instruction as well as the overall educational climate. Unfortunately, schools often unwittingly engage in discipline practices that do not change behavior, but may actually exacerbate the problem (Lewis, 1996; March & Horner, 2002; Mayer, 1995).

Research findings regarding disruptive classroom behavior suggest the need for effective supports and interventions by the age of eight within school and community settings to reduce early risk factors (Lewis & Sugai, 1999; Walker et al., 1995). Early intervention is necessary given that research indicates a clear link existing between problem behavior and academic achievement (Lewis, Sugai & Colvin, 1998; Martella, Nelson & Marchand-Martella, 2003; Mayer, 1995). This paper examines effective schoolwide behavioral strategies that successfully reduce the frequency of challenging behavior displayed by students.

Various approaches for dealing with behavioral problems within the school setting have been attempted with the primary features being reactive and punitive. These strategies typically include detention, suspension, expulsion or exclusion (March, Hawken & Green, 2003). Sugai and Horner (2002) found that a punishment-based and exclusionary approach assumes to communicate to students that deviant behavior will not be tolerated and punishment will teach and promote social skills. These approaches may *contribute* [italics added] to the development and maintenance of negative and hostile school environments (Mayer, 1995).

In addition to punitive disciplinary techniques, Mayer identified three other factors occurring within the school

setting that promote problem behavior. These factors include lack of clarity about rules and consequences, lack of staff support and failure to consider and accommodate individual differences. In order to remedy punitive school climates, an emphasis should be placed on functional assessment and positive, preventative behavioral interventions (Mayer, 1995; Nelson, Colvin & Smith, 1996).

It is apparent that punishment alone does not produce lasting behavior change; rather proactive approaches have been found most effective in schools. Proactive approaches are seen as positive and constructive problem-solving strategies that rely on prevention in place of attempting to suppress the student's behavior (Walker et al., 1995). Currently some schools are moving toward schoolwide behavior systems that address the entire school, the classroom, plus the individual student with challenging behavior. An increasingly popular alternative to traditional discipline strategies used in schools is the use of positive behavior supports (PBS) which recognizes the broad set of intervening variables affecting a person's behavior.

In order to create an environment conducive to academic and social success, a three-tiered positive behavioral support system is recommended (Lewis & Sugai, 1999). This model incorporates empirically validated behavior-change techniques with a specific focus on a systems approach. This strategy is intended to link the critical features of the school together including the physical setting of the school, administrative practices, neighborhood and family characteristics, as well as the character of the student population in order to make recommendations for improving school discipline and safety for all students and staff (Sugai, Sprague, Horner & Walker, 2001). The rationale behind this approach is based on understanding students' behavior within the environmental context where it takes place, while also recognizing the individual needs of each student.

A schoolwide system of positive behavior support lays the foundation for universal behavior support. The emphasis is on teaching all students fundamental behavioral expectations as well as establishing a practical means of communication for all students and staff (Lewis & Sugai, 1999). Lewis and Sugai explain that a schoolwide behavior

system consists of six main components. The key features include a statement of purpose positively stated, school-wide expectations, methods for teaching schoolwide expectations, procedures for acknowledging students when they meet schoolwide expectations as well as steps for discouraging problem behavior and finally procedures for monitoring and assessing the impact of the schoolwide implementation.

Steps for developing schoolwide behavior support plan

Schools that implement schoolwide systems of PBS focus on a team-based approach. The team is comprised of teachers, support staff and administrators. The following components are foundational steps established in all or most schoolwide positive behavioral support systems. The first critical feature includes selecting expectations that are few in number, three to five, and positively stated in order to promote social competence and student academic achievement. One example of a specific school's three schoolwide expectations include be safe, be respectful and be responsible. The use of clearly communicated rules is imperative because research indicates that antisocial behavior correlates with a lack of clarity of both rules and policies (Mayer, 1995).

The second key step incorporates teaching behavioral expectations that are regularly reviewed by all students. Developing and implementing such teaching strategies is critical because educators often falsely assume that students are aware of what appropriate school behavior is (Martella et al., 2003). For instance, being respectful in the hallway may mean keeping your hands and feet to yourself. This format teaches appropriate behaviors that involve more than just telling students how they should not behave but rather teaches them how they are expected to behave (Lewis, 1996).

Step three incorporates the use of a system for encouraging and acknowledging pro-social behavior. Most school teams have operationalized this component into some form of a paper token or coupon. The critical element of acknowledging pro-social behavior is not the token itself, but rather the social acknowledgement between student and school (Lewis & Sugai, 1999).

Step four creates a clear understanding among staff and administrators of which challenging behaviors will be managed by the teachers in the classroom and which by an administrator outside the classroom. Step five of schoolwide behavior support outlines ways of consistently addressing consequences for rule infractions and not excluding the student from the academic environment. When students violate behavioral expectations, clear and predictable procedures are necessary for dealing with both minor infractions and serious school violations. Finally, schoolwide behavior support includes having a school-based behavior support team regularly collect, organize and

review data, such as office discipline referrals and results from staff surveys, in order to make decisions about where ongoing behavior support is most needed (Sugai, Horner & Gresham, 2002; Sprague, Sugai & Walker, 1998).

Following are research findings of specific schools that implemented a schoolwide behavior support plan. In the Humble, Texas, school district these efforts resulted in one middle school with a student enrollment of 1,150 students, of whom 40 percent were eligible for free or reduced lunch, reporting a drop in office referrals from over 6,000 in 2000-2001 to less than 1,800 in 2002-2003. In New Bedford, Mass., a middle school with a student enrollment of 800 students, of whom over 70 percent were eligible for free or reduced lunch, reported a decrease in the number of suspensions from an average of over three per week to less than one per week. At an alternative school, one teacher reduced use of office referrals for problem behavior from an average of over five per week to less than one per week. In the first year of implementation of schoolwide behavior support plans in Flossmoor, Ill., office discipline referrals dropped by one-third at the junior high school and between 21 and 44 percent at the four participating elementary schools. While part of the evaluation of effectiveness is the ongoing examination of office discipline referrals, there is also an increase in teacher and administrator satisfaction with their jobs as measured through staff surveys and interviews.

Discussion

Schools across the United States have created proactive and positive schoolwide supports by employing the following common strategies:

- 1) Selecting expectations that are few in number, brief and positively stated and that promote social competence and student academic achievement
- 2) Teaching expectations that are regularly reviewed with all students
- 3) Using a system for encouraging and acknowledging pro-social behavior
- 4) Creating a clear understanding among staff and administrators of which challenging behaviors will be managed by the teacher in the classroom and which by an administrator outside the classroom
- 5) Consistently addressing consequences for rule infractions and not excluding the student from the academic environment
- 6) Having a school-based behavior support team regularly collect, organize and review data, such as office discipline referrals and results from staff surveys, in order to make decisions about where ongoing behavior support is most needed (Sugai, Horner & Gresham, 2002; Sprague, Sugai & Walker, 1998).

Implementation of these schoolwide behavior supports have resulted in a reduction in the number of behavioral disruptions in both classroom and non-classroom settings

such as hallways, playgrounds and cafeterias.

The systematic and universal approach of PBS places the emphasis on more preventive and positive approaches for addressing problem behavior, rather than the more traditional punitive and negative measures. The shift of focus offers schools, families and communities a promising approach that incorporates the use of effective academic and behavior practices (Sugai & Horner, 2002). The current movement toward schoolwide PBS represents an important means of organizing the school environment to prevent challenging behavior, while at the same time helping to promote pro-social development.

Universal strategies and interventions can help improve the social adjustment and academic achievement of students displaying challenging behavior; however, there is one limitation. The cost of implementing a schoolwide behavior system is often high. Costs are typically assessed in terms of staff time and energy. A great deal of staff time is involved with meetings, reviewing literature, developing curriculum and technical assistance. Lewis (1996) explains that determining a reasonable cost for an intervention should take into account the time it takes to develop, implement and monitor weighed against student outcomes.

Schoolwide behavior supports are a positive alternative to the punitive discipline strategies used for many years in schools. In terms of the future direction of PBS it is important to keep in mind the complexity of interventions. To guarantee that schoolwide interventions are established correctly, it is essential that schools utilize user-friendly methods of incorporating PBS into their curriculum. It is important to remember that teachers and administrators have many other responsibilities to oversee in addition to discipline methods. While incorporating such programs it is imperative that schools remain mindful of the unique features of the school as well as the involved students, families, teachers and community members (OSEP, 2000).

In order to strengthen the effectiveness and generalizability of schoolwide interventions, schools should incorporate the participation of families and community members. As research indicates, antisocial behavior does not occur in a vacuum; therefore, it is important that behavior interventions include the surrounding community. The involvement of families is necessary for supporting and generalizing the social and emotional skills learned within the school context. The generalization of prosocial skills is the ultimate goal of any prevention program (Frey, Hirschstein & Guzzo, 2000). In order to be effective and make lasting changes in patterns of behavior it is necessary not only to influence behavior at school but at home as well. Training parents to manage behavior problems at home also results in improved behavior at school (Metzler, Taylor, Gunn, Fowler, Biglan & Ary, 1998). When establishing universal behavior supports it is essential to bear in mind the importance of creating a positive school and home partnership based on collaboration and communication. Incorporating a comprehensive approach plus imple-

menting parent-training workshops will reinforce children's appropriate behavior and support positive schoolwide interventions.

Additional research is still needed to determine the long term effects of schoolwide behavior supports on academic performance. In the meantime, it appears that at the very least, schoolwide behavior supports create learning environments conducive to learning.

Conclusion

In order for schools to create safe and effective school environments, we need to stop looking at punitive measures that tend to remove students and prevent educators from using their most powerful intervention – teaching. Universal schoolwide strategies offer effective alternatives to traditional discipline practices. They promote proactive ways of dealing with challenging behavior and suggest positive ways for supporting the pro-social development of each student. Schoolwide disciplinary interventions offer strategies for improving the overall school environment and creating a positive school where learning takes place. However, schoolwide behavior support is not intended to be a “silver bullet” solution that will eliminate problem behavior in the schools, rather, it is a promising place to start creating educational environments that are focused on teaching and supporting academic achievement and social competence (Zins & Ponte, 1990).

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School Facilities: The State Department's Influence

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Abstract

Of the challenges facing educational leaders, among the most pressing is the need for suitable facilities. School buildings in the US are aging at an alarming rate. The obstacles to acquiring needed resources are formidable. In this document, the authors focus on the importance of consulting with your state department of education regarding construction regulations and alternative levels of funding. To determine the involvement of this agency, a survey with State Department Facilities Directors was conducted in six mid-south states. The results demonstrate the differing levels of state involvement in local school bond or millage levies. This study will provide leaders with an understanding of state and federal regulations concerning school bond or millage elections.

It is one matter to determine that school buildings are inadequate, but it takes vision, courage, knowledge and resolve to implement a school bond issue to fund renovations or new construction projects. This is a matter of significant importance for school children across the United States. In the foreword to the National Education Association's School Modernization Needs Assessment entitled *Modernizing Our Schools: What Will It Cost?*, former NEA President Bob Chase stated:

Quality teachers, high standards, and a challenging curriculum are all key ingredients to ensuring the success of America's public school students. But

we often fail to recognize that where our students learn can have a dramatic impact on what they learn. Research shows that students learn best when they are in safe, modern schools, with smaller classes and up-to-date technology (NEA, 2000).

The lifeblood of any facility program is revenue. Resources and building plans need to be clearly delineated. Again, the superintendent must see that present revenue and spending are clearly identified, that maintenance costs of present buildings are explained, that the alternatives to not building are believable, that the consequences of not passing the millage are real and that comparative building

cost data are presented to the public. Open, honest dialogue is a prerequisite for success. Consider carefully not only the amount of the millage increase, but also the perception of the public to the amount of the increase. In a 1993 study (Holt, 1993), the amount of the increase in the tax levy requested by a particular school district appeared to be a critical element in the success or failure of a school bond election. In that study, both school districts that lost their elections indicated that concern over the raise in taxes was a critical element in the defeat of the issue. The data from those interviewed suggested that the amount of levy increase per one thousand dollars valuation must not greatly exceed \$2.00 per one thousand dollars to have a successful election. In order to counteract this potential problem, the use of capital outlay dollars, as another source of funding should be considered as an option for lowering the levy increase requested.

In addition to the perception of local voters concerning tax increases, school leaders must consult with their state department of education regarding construction regulations and possible alternative sources of funds to insure that all standards and opportunities have been covered and identified to the voting public. State departments of education provide a rich reservoir of information. Their resources come with little to no cost and can be critical to planning facility construction or renovation, determining comparable costs and affirming funding possibilities. However, their level of involvement varies from state to state.

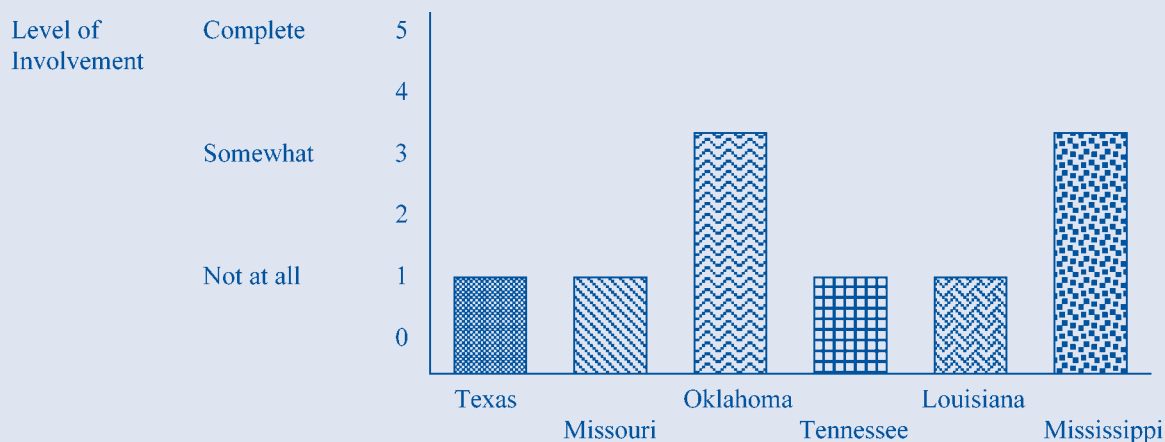
In recent years, states are becoming more involved with school facilities. Many states have begun to channel money to districts to help them, but that does not come without some input. Ohio is one of many states in which local districts are benefiting from their state's movement to take more responsibility for capital improvement. In Arizona, the state's involvement extends beyond financial to the

level of determining the building site of new schools (Kennedy, 2002). Although not to the same extent, similar financial involvement movements are occurring in Florida, Texas, California and many other states. These states are taking on more financial responsibility, which also tends to come with input on how money is used (Sandham, 2001).

A major consideration for public school leaders when planning to renovate existing buildings or build new ones is the involvement of agencies outside the district. Agencies such as the state department of education, state and local building code inspectors and state and local health and safety officials have varying degrees of involvement regarding plan approval and site inspection from state to state. In order to determine the level of involvement of these agencies, researchers surveyed officials from the states of Louisiana, Mississippi, Missouri, Oklahoma, Tennessee and Texas. The goal was to ascertain the level of involvement of each state in regard to these areas: building plan approval by the state department of education, building plan approval by other outside agencies and requirements regarding the use of professionals such as engineers and architects. To do so, the authors created a survey instrument (see Appendix A) that measured states' involvement from one to five, with one being the least involvement and five being the most involvement.

An official, knowledgeable regarding school facilities, from each state's department of education was contacted by telephone, and asked to respond to three questions with the statement that was the "most true" for his or her state. The first question measured the involvement of the state department of education in building plan approval, the results of which are shown in Figure 1. As the Figure shows, Mississippi and Oklahoma have the most involvement in plan approval. The involvement of other agencies in building plan approval, shown in Figure 2, was the second ques-

Figure 1: Level of State Department of Education Involvement in Building Plan Approval as reported by State Officials



tion. State and local agencies have the most involvement in Louisiana and Oklahoma as Figure 2 illustrates, while the least involved are those in Mississippi. Figure 3 shows the results of the third question, which measured the level of restriction placed by the state upon school districts in regard to the use of professionals such as engineers and architects. Public school leaders in Mississippi, Oklahoma and Texas are under the greatest restrictions and must use professionals while those in Louisiana, Missouri and Tennessee are under the least restriction, as indicated by Figure 3. As is shown by Figures 1 through 3, Oklahoma had the most involvement in public school building projects while Tennessee had the least. This could mean that public school officials in Tennessee have little concern

regarding outside involvement in building plans, while those in Oklahoma might have to consider the involvement of other agencies whenever they plan to renovate existing buildings or build new ones.

According to the data reported, there is some variance in the amount of state department influence on school districts when they are attempting to build schools. More importantly, it should be meaningful for school officials and university educational administration faculty to notice that nearly all states (except Mississippi) surveyed require even more governmental agency input and approval than what is required by the state department. Therefore, it is important that during the building process, individual school officials should make appropriate contact with state department

Figure 2: Level of other Government Agencies Involvement in Building Plan Approval as reported by State Officials

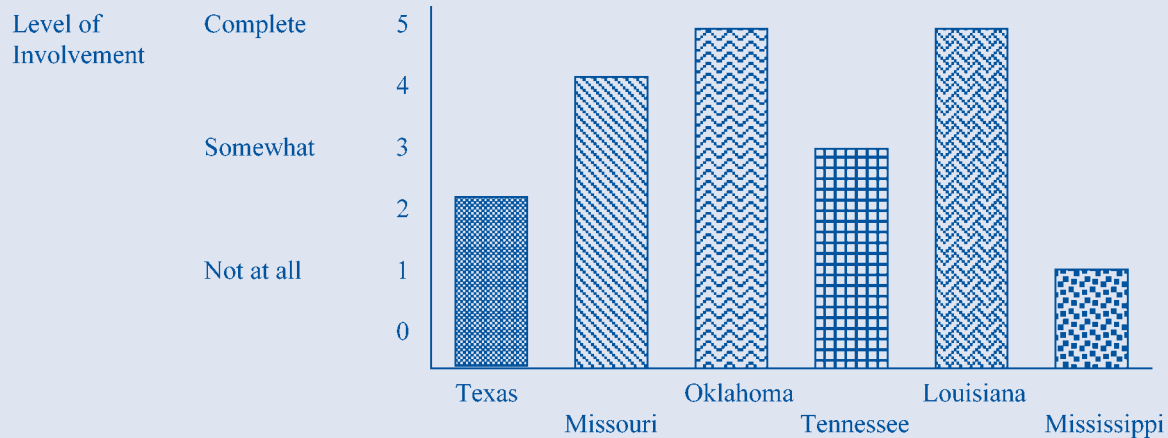
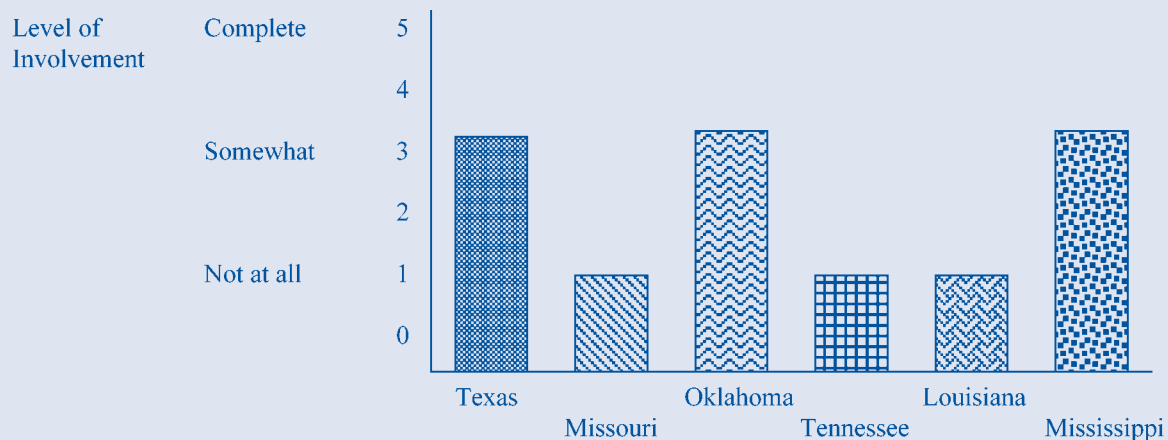


Figure 3: Level of Required use of Professionals (Architects, Engineers, etc.) by School Districts as reported by State Officials



officials to ensure that all codes, policies and procedures are being followed because of the variance from state to state. One should not take for granted that if the state department does not have much input that there is little input from other government agencies. In addition, school leaders must review state and federal guidelines to search for alternative funding sources for new facilities. State laws may allow a lower approval level for school renovation and construction if they are combined with facilities operated by other governmental agencies.

Some believe that the funding solution for school facilities and other public infrastructures will most likely be determined at the national level rather than the local level. However, Congress has done little to solve the nation's problem of deteriorating school facilities. The No Child Left Behind Act of 2001 (NCLB, 2002) provides for state educational agencies to apply for federal funds to be utilized in local school districts. Section 5582, Subpart 18: Healthy, High-Performance Schools, offers sub grants to be used:

(1) to develop a comprehensive energy audit of the energy consumption characteristics of a building and the need for additional energy conservation ... , (2) to produce a comprehensive analysis of building strategies, designs, materials and equipment that (a) are cost effective, produce greater energy efficiency and enhance indoor air quality; and (b) can be used when conducting school construction and renovation or purchasing materials and equipment, (3) to obtain research and provide technical services and assistance in planning and designing healthy, high-performance school buildings, including developing a timeline for implementation of such plans (NCLB, 2002).

Healthy, high-performing school buildings are defined as school buildings in which the design, construction, operation and maintenance (1) use energy-efficient and affordable practices and materials, (2) are cost-effective, (3) enhance indoor air quality and (4) protect and conserve water. Although these recent federal dollars offer school districts opportunities to begin the conversations needed to pursue new and upgraded school buildings, none of these federal funds may be used for "construction, renovation or repair of school facilities" (NCLB, 2002).

Others believe that the solution lies in new forms of sup-

port at the state and local levels. The Association of School Business Officials (ASBO) provided in their 1999 report, "Financing School Facilities: A Report Prepared by ASBO International's Facilities Project Team," a disapproval of general obligation bonding and equalized funding in reference to adequacy resulting in postponed maintenance. Emphasizing newer educational funding strategies, ASBO presented recommendations, including "changing state and federal laws to allow the capital markets to receive a tax-exempt return for investments made in the renovation and construction of school facilities" (McLaughlin & Bavin, 2003).

In conclusion, regardless of the funding source, we must have an educational system that prepares all young people for gainful employment. Unless obsolete buildings are replaced and/or repaired, bringing them to current standards, the resulting educational decline surely invites the decline of not only the American standard of living but also American democracy and our global leadership as a nation. The passage of a school millage is not an easy task, but it can be a joyous endeavor when a school staff, administration, community and school board unite to provide educational facilities that promote excellence for the children in their community. While one can expect organized opposition to any positive change or improvement that involves children and finances, developing a clear understanding of state and federal regulations concerning school bond or millage elections can enlighten a school's facility vision. This is our challenge and our privilege.

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Appendix A

SURVEY FORM

PLEASE CIRCLE THE STATEMENT THAT IS *MOST TRUE*:

- A. Which of the following statements is MOST TRUE about the department of education's role in approving plans for new school buildings?
1. The department of education is not involved in plan approval.
 2. Districts submit plans to the department of education as a formality.
 3. Districts must submit plans to the department of education for review to ensure that minimum standards are met.
 4. Districts must submit plans to the department of education for approval before construction can begin, and must provide evidence that standards have been met throughout the construction process.
 5. The department of education must approve of every stage in the planning and construction of school buildings, including the design process, the bidding process, hiring practices, construction practices and must give final approval before schools can open for students.
- B. Which statement is the MOST TRUE regarding the government agencies that must approve of plans for new school buildings?
1. Government agencies are not involved in plan approval.
 2. Only local building code inspectors are involved in plan approval.
 3. Only state health and safety inspectors are involved in plan approval.
 4. Local building code inspectors and state health and safety inspectors are involved in plan approval.
 5. Local building code inspectors, county building code and health and safety inspectors, and state health and safety inspectors are involved in plan approval.
- C. Which of the following statements is MOST TRUE regarding the restrictions placed by the department of education upon school districts who build new school facilities?
1. Districts may act as the general contractor without restrictions.
 2. Districts may act as the general contractor provided the department of education has certified the project manager in charge of construction.
 3. Districts may act as the general contractor, but must hire certified engineers or architects if projects surpass specified size or cost thresholds.
 4. Districts may act as the general contractor under strict supervision of the department of education.
 5. Districts may not act as the general contractor on school facilities construction projects.

Moving Beyond a Competency-Based Internship

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The internship, a culminating program experience for aspiring building-level administrators, affords university faculty and mentors rich insight into the transition that occurs when interns pedagogically shift from teacher to building administrator; a transition that intimately connects classroom learning with authentic experience. Grounded in experiential learning and engagement, the internship phase of the educational administration program at Indiana State University has three major components, (1) the portfolio, (2) seminar attendance and (3) interaction with mentors and university faculty. Student work is based upon the six Interstate School Leaders Licensure Consortium standards (ISLLC) and the Technology Standards for School Administrators (TSSA). Both sets of standards are purposefully aligned and foundational to the internship experience. The six ISLLC/TSSA standards capture a great deal of the competencies required to be an effective and successful administrator. The year-long internship experience is designed to complement these standards and address the nuances inherent to the rewarding profession of educational administration.

The internship is reviewed annually to ensure alignment with the institutional and departmental vision and mission, licensure expectations and program needs. Representative goals include all students passing the State Leader Licensure Assessment (SLLA), acquiring a more robust conception of leadership, an enhanced understanding of organizational culture and climate, successfully initiating change and engaging the community. In addition to these quantifiable goals, there exist outcomes, which are immeasurable. These are the “behind the scenes” aspects, that add priceless value to the internship experience. Eight persistent observations conducted by faculty and school mentors regarding the internship have now become important, but difficult to measure, goals that coalesce as a recipe for a successful internship:

- getting the candidate excited about the transition;
- increasing the candidate’s capacity to manage complexity amid ambiguity;
- helping them become a better educator;
- building an informal support group with other interns;
- appreciating the art of reflection and its relationship to professional development;

- understanding the politics of criticism;
- valuing collaboration and trust; and
- learning how to get hired.

This article attempts to address the goals that transcend the competency-based experience with the intent of demonstrating their salience toward internship success and essential tools of administrative effectiveness.

Getting the Candidate Excited about the Transition

Interns begin their administrative experience contributing both energy and enthusiasm (Schwartz, 1987) to the school setting. Whether energy and enthusiasm becomes transitional excitement is largely influenced by the culture defining the intern’s setting and who the intern interacts with most frequently. It is expected that interns will work with positive and negative educators and experience the myriad of healthy and unhealthy influences that occur in a culture. However, if evidence suggests an intern is spending too much time with a weak mentor or consistently exposed to faculty saturated with ineffective practices and toxic (Deal & Peterson, 1999) behaviors, intern supervisors must facilitate alternative experiences to maintain a high degree of energy and enthusiasm. Internship experiences in multiple settings other than the intern’s primary placement may be required. When exposed to healthy cultures and positive influences, energy and enthusiasm translate to excitement for administrative placement: a powerful recruitment tool.

Increasing the Candidate’s Capacity to Manage Complexity amid Ambiguity

The job description of a building administrator may appear ambiguous to an intern at first glance, and when “all other duties as assigned” becomes a reality, administration can seem overwhelming if interns are not shown how to manage the complexity. The transition to a bigger picture within a *competing dimension* can be intimidating at first. Supervisors capitalize on ambiguity and complexity as “systems thinking” becomes the new mental model. As interns search for a theory or perspective to deal with the uncomfortable feelings of ambiguity (Urschel, 1999), systems thinking serves as an essential framework for the intern to understand and experience the interconnectedness of organizational components within the school setting.

Armed with this framework, the job seems less complex.

Ambiguity creeps into the intern's experience when many things are occurring simultaneously. It becomes a challenge to manage and lead simultaneously, acknowledging that to gain ground in one area means only to lose ground in another, thus a competing dimension emerges. While some things are done well, others are done adequately or even compromised. Prioritizing becomes an art in the search for administrative clarity. Supervisors facilitate a more robust understanding of ambiguity by assuming a greater coaching role and lesser mentoring role. In doing so, supervisors ask a breadth of reflective questions, allowing the intern to reach their own unique conclusions.

Helping the Candidate Become a Better Educator

Regardless of a teacher's classroom charisma, inviting personality, job punctuality or organizational loyalty, education remains about teaching and learning. Effective teachers not only understand the fundamentals of teaching and learning, but have the ability to model and apply them accordingly. The internship experience, while focused on administration, has improved teaching implications by exposing the intern to several methods of teaching and supervision, the power of collegiality, using a variety of resources to inform educational practice, multiple means for addressing student discipline and how the complex system of education really works as an organizational institution.

Graduates of the internship and educational administration program may choose to not pursue an administrative career path for a variety of personal and professional reasons. However, for graduates choosing not to become an administrator, the internship experience affords them multiple opportunities to become a better educator by strengthening their capacities for improved teaching and learning.

Building Informal Support Groups with Other Interns

Each year, the interns are divided into smaller regional cohorts in addition to the overall cohort of interns who meet in a large-group seminar setting. The large-group seminars afford interns the opportunity to engage in dialogue that crosses many demographic boundaries. Whether differences are based on gender, ethnicity, school setting (i.e., urban, rural, suburban, metropolitan, etc.) or a host of other demographic considerations, large-group seminar forums foster capacities for understanding that will strengthen the intern's ability to be successful in multiple administrative settings. Regional cohorts provide venues for each intern to work within a more intimate small group; usually 5-12. These smaller groups are organized geographically, thus fostering a sense of regional collegiality and support from those experiencing similar challenges based on regional locale (e.g., poverty, student mobility, economic conditions, cultural values, etc.). Because each

individual acquires a unique set of gifts and talents tantamount to leadership effectiveness, it is hoped that interns will maintain these personal/professional friendships long after the internship to share their strengths and seek others to strengthen their leadership challenges.

Appreciating the Art of Reflection and its Relationship to Professional Development

At the heart of assessing the intern's experience is the portfolio. The portfolio is anything but a scrapbook (Painter, 2001). It is a document with representative evidence, demonstrating professional growth toward the ISLLC/TSSA Standards; in essence it represents a "completion standard." An important outcome of this process is the required written reflection that occurs with each standard's performance assessment. Embedded within the reflection is evidence of professional maturity that develops throughout the internship experience: evidenced by perspectives, perceptions, vocabulary, objectivity and the development of critical inquiry informed by their own beliefs.

The ability to challenge one's own assumptions proves to be a significant step towards leading a school effectively. Further, moving schools toward change, a reality of school improvement, is best realized when members of the organization can articulate their beliefs and assumptions that strengthen their culture (Fullan, 2000). Interns learn to model the powerful practice of articulating beliefs and assumptions by reflecting on their own standards' accomplishment (Martin, Wright & Danzig, 2003).

Learning the Politics of Criticism

As administrative interns are introduced to best practices and other effective schools characteristics, they become more aware of the strengths and shortcomings that are inherent to their own school. Further, this emerging awareness may place them in a confusing situation as they learn about the role of effective administrators and possibly find their school leaders not modeling effective practices.

When this occurs, supervisors communicate an understanding to interns that pre-service programs, including internships, were not intended to change the roles of practicing administrators nor affect climate and culture as a result of intern activities. Criticism is then encouraged in the context of how the intern's administrative practice will be different or similar to their administrator's leadership. Criticism is also encouraged in terms of thoughtful reflection through the portfolio.

Valuing Collaboration and Trust

Collaborative school cultures and engagement with the community are models that best serve the efforts of school improvement. A foundation to collaboration is trust (Kouzes & Posner, 2001). Learning how to trust and to be

trustworthy are aspects of effective leadership that transcend administration at every level. Covey (1990) notes that being trustworthy on a personal level is a fundamental principle of great leadership. Absent of trust on a personal level, interpersonal trust cannot occur and collaboration is contrived.

Supervisors recognize the need for interns to gain control of the challenges inherent to the internship, which often appears very autocratic and generally uncollaborative. As a result, a continuum of internship experiences that engage school-community stakeholders, both internal and external, are encouraged and explored as a means of developing trust and being trusted (Wilmore, 2004). Only then can the organizational elements of collaboration truly be enjoyed in meaningful and productive ways. A great deal of time is invested in trust and collaboration as topics of discussion and dialogue during monthly seminars.

Learning How to get Hired

Armed with the knowledge that some program graduates will not enter administration, program success is still measured, in part, by the number of graduates seeking and attaining leadership positions. Creating distinguished portfolios and passing a national assessment (i.e., School Leaders Licensure Assessment) have little meaning if the intern aspires to become an administrator and fails to get hired. While this goal is influenced by many external factors (e.g., those doing the hiring) beyond the control of the graduate, it is an outcome of the internship to assist interns in gaining a greater understanding of *how* to get hired.

Portfolio use as part of the hiring credential is explored and encouraged. Cohort discussion and dialogue is also focused on the differing standards for principals in comparison to teachers, with special emphases on comportment, dress and overall attitude toward life. Supervisors, on behalf of the department, invite graduates into its professional family, fostering lifelong relationships and encouraging them to call on department faculty as needed.

Conclusion

An effective experiential and engaging internship must be immersed in opportunities that: fosters excitement about the transition from teacher to administrator, increases the capacity to manage the job complexity, encourages becoming a better educator, builds informal support groups as a condition of practice, promotes the art of reflection and its relationship to professional development, frames the politics of criticism, invests in collaboration and trust and prepares the intern for the hiring process.

Much of the internship's richness is difficult to measure with a test, survey or other quantifiable method. Internship richness is best manifested in the "real world" of administration once interns graduate and are practicing. University faculty and mentors persistently build capacities for these eight goals, recognizing them as indicators of administrative effectiveness and a pathway to leadership success.

References

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- Deal, T., & Peterson, K. (1999). *Shaping school culture*. San Francisco: Jossey-Bass.
- Fullan, M. (2000). *The new meaning of educational change*, (3rd ed.). New York: Teachers College Press.
- Kouzes, J., & Posner, B. (2001). *The leadership challenge*. San Francisco: Jossey-Bass.
- Martin, G., Wright, W., & Danzig, A. (2003). *School leader internship: Developing, monitoring, and evaluating your leadership experience*. Larchmont, New York: Eye on Education.
- Painter, B. (2001). Using teaching portfolios. *Educational Leadership*, 58(5), 31-34.
- Schwartz, A.E. (1987). Are you making the most of that intern? *Getting Results for the Hands-on Manager*, 32(7), 13-17.
- Urschel, J.K. (1999). Pedagogical issues and approaches encountered in a psychology of men's courses. *Journal of Men's Studies*, 8(1), 1.
- Wilmore, E. (2004). *Principal Induction: A standards-based model for administrator development*. Thousand Oaks, CA: Corwin Press.

Selected Websites to Support Mastery of ISLLC Standards

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Educational leadership preparation programs have been increasingly called upon to provide opportunities for students to apply theory and knowledge to practice. Internships, mentorships and course requirements create structured opportunities for applications. Leadership textbooks often provide extensive print references and a few websites as resources for application to practice. Following is a list of websites that have been selected to provide resources for graduate students and practitioners who are developing mastery of the Interstate School Leaders Licensure Consortium: Standards for School Leaders (ISLLC). This list is not extensive and it is briefly annotated to facilitate in making easy selections and connections to the resources.

Readers who wish to have an electronic version of the websites may request a copy from follo@oakland.edu.

General Information about ISLLC Standards and administrative issues:

www.ccsso.org/isllc.html

Council of Chief State School Officers Sitemap

www.ets.org/sls/slsaboutslla.html

School Leaders Licensure Assessment

www.ncate.org/standard/m_stds.htm

National Council for Accreditation of Teacher Education – Program standards

www.aasa.org

American Association of School Administrators – Homepage

www.naesp.org

National Association of Elementary School Principals – Homepage

www.nassp.org

National Association of Secondary School Principals – Homepage

www.ncpea.net

National Council of Professors of Educational Administration – Homepage

Because websites are frequently added, modified or abandoned you may wish to contribute additions/deletions or comments. Please send suggestions to Eric Follo at follo@oakland.edu.

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

KNOWLEDGE LEVEL

- Developing learning goals:
 - ie.kennesaw.edu/assess/guides_evaluations/Leading_Questions_for_Developing_Learning_Goals.pdf
Questions for faculty in developing learning goals
 - www.tedi.uq.edu.au/teaching/assessment/learningGoals.html
Developing course learning goals
- Developing a strategic plan:
 - www.managementhelp.org/fp_progs/sp_mod/str_plan.htm
Instructions, materials, key points, resources for developing a strategic plan
 - www.gse.harvard.edu/hfrp/pubs/onlinepubs/rrb/strategic.html
Steps in developing a strategic plan
 - www.planware.org/strategy.htm
Developing a business strategy
 - ctb.ku.edu/tools/en/chapter_1007.htm
Developing a strategic plan
 - district.sbschools.net/doi/Strategic%20Plan/Update%20August%202002.pdf
Example of a school district's plan
- Systems theory:
 - www.mcrel.org/toolkit/systems/index.asp
School change toolkit
 - education.indiana.edu/~frick/siggs.html
Educational systems theory

www.ed.psu.edu/insys/ESD/systems/changeagents/XL_Agents.html
Educational change agents
www.ed.psu.edu/insys/ESD/Systems/menu.html
Systems theory and systems thinking

- Data analysis:
www.ncrel.org/toolbelt/da.htm
Data analysis tool kit
- Effective communication:
stc-india.org/articles/articles/strategies.htm
Strategies of effective communication
- Effective negotiation skills:
www.negotiatingedge.com/Links.shtml
www.crnhq.org/windskill10.html
Suggested negotiation skills
www.business.com/directory/advertising_and_marketing/sales/selling_techniques/negotiation/
click on 'creative negotiation'
Creative Negotiation
- School and community partnerships:
edplan.cps.k12.il.us/strategies_5.html
Chicago Public Schools Educational Plan

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

KNOWLEDGE LEVEL

- Student growth and development:
www.utdallas.edu/dept/ugraddean/theory.html
Student development theory (Perry)
www.ucalgary.ca/sas/development.html
Student development theory (Chickering & Perry)
www1.appstate.edu/dept/freshmanseminar/Faculty/Fac_Manual/Transitions/student_development.htm
Introduction to developmental stages (Perry & Belenky)
www.cat.ilstu.edu/conf/astin.shtml
Astin's theory of involvement
- Applied learning theories:
tiger.towson.edu/~cnelso2/theory.htm
Matrix depicting overview of learning theories
www.stemnet.nf.ca/~elmurphy/emurphy/cle2b.html
Constructivist learning theory
www.brookes.ac.uk/services/ocsd/2_learntch/2_learnt.html
- Applied motivational theories:
www.ericfacility.net/databases/ERIC_Digests/ed421281.html
Motivation and middle school students
www.ericfacility.net/databases/ERIC_Digests/ed409895.html
Motivation in instructional design
www.serve.org/assessment/student/motivation2.doc
Theories of motivation
www.wpi.edu/Academics/CEDTA/ISG501/motivation.html
Enhancing student motivation
chiron.valdosta.edu/whuitt/col/motivation/motivate.html
Overview of motivation to learn
- Curriculum design, implementation, evaluation and refinement:
www.mrel.org/standards-benchmarks/
A compilation of content standards for K – 12 curriculum
www.joe.org/joe/1994october/iw4.html
Journal of Extension – Evaluating curriculum
www.sasinschool.com/success_stories/articles/pages/eval_curriculum_resources.shtml
Evaluating curriculum resources
edweb.sdsu.edu/clrit/learningtree/PBL/webassess/curriculum.html
Assessment of problem based curriculum
- Principles of effective instruction:
ts.mivu.org/default.asp?show=article&id=839
Evaluating online courses using principles of effective teaching
www.pattan.k12.pa.us/Instruction/10_principles_of_effective_instr.htm
Ten principles of effective teaching
www.pattan.k12.pa.us/Instruction/default.htm
Four critical factors of effective instruction
www.tltgroup.org/programs/seven.html
Implementing the seven principles of effective instruction
- Measures, evaluation and assessment strategies:
www.calpress.com/outcome.html
Student outcomes assessment
www.aare.edu.au/02pap/iza02378.htm
Using assessment strategies to inform student learning

Links to learning and teaching information
www.brookes.ac.uk/services/ocsd/6_archive/isl2002/keynotes/gibbs/gibbs.html
Improving Student Learning Symposium
www.duq.edu/~tomei/ed711psy/11ngtheo.htm
Learning Theories – A Primer Exercise

www.nv.cc.va.us/assessment/assesstechniques.htm
Assessment strategies
www.discover.tased.edu.au/sose/assstrat.htm
Assessment strategies

- Diversity and its meaning for educational programs:
www.wpi.edu/Academics/CEDTA/ISG501/variability.html#student-variability
Student variability
www.crede.ucsc.edu/tools/teaching/standards/spac.shtml
A rubric for observing classroom of Crede's standards of effective pedagogy
www.goodschools.gwu.edu/pubs/book/june02.html#2
Using culturally relevant materials
- Adult learning and professional development models:
brj.asu.edu/content/vol26_no1/pdf/ar11.pdf
Professional development in an adult bilingual community
honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm
Principles of adult learning
adulted.about.com/cs/learningtheory/
Resources on adult learning
adulted.about.com/cs/optimallearning/
Resources on adult learning
- The changes process for systems, organizations and individuals:
www.sedl.org/pubs/catalog/items/pol17exec.html
Making programs accountable
www.louisville.edu/journal/workplace/issue5p2/singerpezone.html
Making programs accountable
cms.curriculum.edu.au/mindmatters/resources/pdf/evaluation/eval_lit_revisedited.pdf
Current Theories and Practice on School Change
www.ed.gov/pubs/EdReformStudies/TechReforms/index.html
Using technology to support education reform
- The role of technology in promotion of student learning and professional growth:
www.sedl.org/pubs/tec26/flash.html
Connecting student learning and technology
www.mff.org/pubs/ME161.pdf
Review of research on the impact of technology on student learning
caret.iste.org/caretadmin/news_documents/StudentLearning.pdf
Effect of technology on student learning
- School cultures
www.nsd.org/library/publications/jsd/peterson202.cfm

Impact of school cultures
www.nsd.org/library/publications/jsd/peterson233.cfm
Professional development and school cultures

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.

KNOWLEDGE LEVEL

- Theories and models of organizations and the principles of organizational development:
on-leadership.com/EssOrgConsult.htm
Organization development
www.improve.org/tqm.html
Total Quality Management and organization development
- Operational procedures at the school and district level:
3d2know.cosn.org/
Data driven decision-making
- Principles and issues relating to school safety and security:
www.securitymanagement.com/library/000760.html
Security issues
www.ncjrs.org/pdffiles1/ojjdp/179283.pdf
Increasing school security
www.keepschoolssafe.org/
School violence prevention
www.spotsylvania.k12.va.us/safe_security/
Extensive list of school safety topics and suggestions
- Human resource management and development:
www.shrm.org/hrresources/
Society for Human Resource Management
www.bls.gov/oco/ocos021.htm
Occupational outlook, numerous topics
- Principles and issues relating to fiscal operations of school management:
www.tbec.org/2001session/fiscalaccountability.htm
Fiscal accountability systems
- Principles and issues relating to school facilities and use of space:
www.coe.uga.edu/sdpl/research/SDPLStudiesInProgress/criann02elem.html
Perceptions of elementary principals on importance of interior designs
www.netc.org/cdrom/serve/html/3.htm
Environments for technology
www.window.state.tx.us/tspr/christoval/ch04b.htm
Review of a school district's operational features

- Legal issues impacting school operations:
www.dese.state.mo.us/schoollaw/freqaskques/index.html
 School law topics
www.law.umkc.edu/faculty/projects/ftrials/conlaw/sepbutequal.htm
 Constitutional conflicts explores major legal issues challenging the schools
www.law.cornell.edu/topics/education.html
 Multiple resources on educational law
- Current technologies that support management functions:
www.cosn.org/
 Current developments of K-12 technology
www.rtec.org/
 Networks of regional technology in education
www.portical.org/
 Technology information for administrative leadership

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.

KNOWLEDGE LEVEL

- Emerging issues and trends that potentially impact the school community:
www.nassp.org/
 Current topics for principals from the National Association of Secondary School Principals
www.aasa.org/issues_and_insights/
 Current issues and commentary from the American Association of School Administrators
www.nsba.org/site/index.asp
 News and issues from the National School Boards Association
www.naesp.org/ContentLoad.do?contentId=8
 News and links for the National Association of Elementary School Principals
- The conditions and dynamics of the diverse school community:
www.embracediverseschools.com/sample.htm
 Eileen Kugler – Keynotes and training in diversity
www.ericfacility.net/ericdigests/ed390018.html
 Models, strategies and training in diversity – Eric Digest
www.nameorg.org/
 National Association for Multicultural Education – News and links to services/resources
www.schoolsuccessinfo.org/index51ad.html?mode=web
- Parents Partners for Public Education – Links to related sites
muse.widener.edu/~egr0001/EDControversy/Weinstein.html
 Article – “Should Public Schools Address Diversity?” – Bibliography
www.spokaneschools.org/Equity/Awards/
 Spokane Public Schools – Diversity and equity awards
- Community resources:
www.rotary.org/
 Rotary International – Links to community services
www.pta.org/
 National Parent Teacher Association – School and community resources
- Community relations and marketing strategies and processes:
www.michelepayknoper.com/community_relations.html
 Community connections – marketing strategy
www.nonprofits.org/npofaq/07/01.html
 Introduction to marketing
www.paperbasket.com
 Marketing for education
www.umsl.edu/~mpea/Instructionalmaterials/PBL-BA/Standard4PBL-BA/ScenarioComSchRelations.html
 Problem based learning activity on community relations
- Successful models of school, family, business, community, government and higher education partnerships:
www.fcps.k12.va.us/Superintendent/BusIndustRelations/
 Relations with businesses – Fairfax County Public Schools
www.cps.k12.il.us/Community/Resources_and_Partnerships/resources_and_partnerships.html
 External resources and partnerships – Chicago Public Schools
www.nycenet.edu/FundForPublicSchools/CorporatePartnerships/default.htm
 Corporate partnerships – New York Public Schools
www.heritage.org/Research/Education/Schools/BG1257.cfm
 How Public-Private Partnerships Can Facilitate Public School Construction – The Heritage Foundation
www.laep.org/
 Urban Education Partnership
www.bu.edu/wcp/Papers/Educ/EducAbba.htm
 Corporate sponsored education

Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.

KNOWLEDGE LEVEL

- The purpose of education and the role of leadership in modern society:
 - www.ed.uiuc.edu/EPS/PES-yearbook/
 - Essays on philosophy
cuip.net/pes/
 - Philosophy of Education Society – Home page
www.molloy.edu/academic/philosophy/sophia/TOPICS/education.htm
 - Philosophy of Education – Classical sources
www.bu.edu/wcp/MainEduc.htm
 - Papers on the philosophy of education
www.vusst.hr/ENCYCLOPAEDIA/main.htm
 - Encyclopedia of the Philosophy of Education
dmoz.org/Society/Philosophy/Philosophy_of_Education/
 - Philosophy of Education Society – Directory, syllabi, and articles
www.hbs.edu/socialenterprise/pelp/
 - Public Education Leadership Project – Harvard Graduate School of Education
- Various ethical frameworks and perspectives on ethics:
 - www.edethics.org/
 - American Society for Ethics in Education
www.uvsc.edu/ethics/curriculum/education/
 - Case studies – Center for the Study of Ethics
www.ethicsusa.com/
 - National Character Education Center
www.globalethics.org/edu/chared.html
 - Character Education Community Program
www.asbj.com/
 - American School Board Journal
- The values of the diverse school community:
 - www.embracediverseschools.com/sample.htm
 - Embrace Diverse Schools
www.ericfacility.net/ericdigests/ed390018.html
 - Working With Diverse Students and School Staff – ERIC Digest
www.nameorg.org/
 - National Association for Multicultural Education
www.schoolsuccessinfo.org/index51ad.html?mode=web
 - Parents: Involvement Gets Results
muse.widener.edu/~egr0001/EDControversy/Weinstein.html
 - Should Public Schools Address Diversity? - Essay
[www.spokaneschools.org/Equity/Awards/Excellence and equity awards – Spokane Public Schools](http://www.spokaneschools.org/Equity/Awards/Excellence%20and%20equity%20awards%20-%20Spokane%20Public%20Schools)
- Professional codes of ethics:
 - www.principals.org/advocacy/stmnt_ethics.cfm
 - Statement of Ethics for School Administrators
www.nea.org/code.html
 - Code of Ethics for Education Profession - NEA
www.aasa.org/publications/tap/fall2000.pdf
 - American Association of School Administrators
www.naesp.org/ContentLoad.do?contentId=27
 - Statement of Ethics National Association of Elementary School Principals
- The philosophy and history of education:
 - www.ed.uiuc.edu/EPS/PES-yearbook/
 - Philosophy of Education Society Yearbooks
cuip.net/pes/
 - Philosophy of Education Society – Home page
www.molloy.edu/academic/philosophy/sophia/TOPICS/education.htm
 - Philosophy of Education - Classical sources and articles
www.bu.edu/wcp/MainEduc.htm
 - Philosophy of Education – Selected articles
www.vusst.hr/ENCYCLOPAEDIA/main.htm
 - Encyclopedia of Philosophy of Education
dmoz.org/Society/Philosophy/Philosophy_of_Education/
 - Philosophy of Education - Searches
www.hbs.edu/socialenterprise/pelp/
 - Public Education Leadership Project – Harvard Graduate School of Education
fcis.oise.utoronto.ca/~daniel_schugurensky/assignment1/
 - History of Education – 20th Century
www.nd.edu/~rbarger/www7/
 - History of American Education – Web Project

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

KNOWLEDGE LEVEL

- Principles of representative governance that under gird the systems of American schools:
www.ed.gov/nclb/landing.jhtml
No Child Left Behind legislation and resources
- The role of public education in developing and renewing a democratic society and an economically productive nation:
www.eeoc.gov
Equal opportunity resources and issues
- The law as related to education and schooling:
www.dese.state.mo.us/schoollaw/
Missouri school laws and legislation
www.nsba.org/site/page_cosa.asp?TRACKID=&CID=81&DID=213
Council of School Attorneys – National School Boards Association
www.nsba.org/site/page_nestedcats.asp?TRACKID=&CID=381&DID=8622
School issues – National School Boards Association
www.law.umkc.edu/faculty/projects/ftrials/conlaw/sepbutequal.htm
Exploring Constitutional Conflicts
www.abanet.org/publiced/youth/home.html
American Bar Association – Division for Public Education
www.schoollaw.com/html/links.php3
School law – essential links for resources
www.aasa.org/governmentrelations/esea/index.htm
www.findlaw.com
Assorted topics and resources on law
- The political, social, cultural and economic systems and processes that impact schools:
michiganlegislature.org
Michigan bills and laws search
www.supremecourtus.gov
Comprehensive source for Supreme Court cases, opinions, etc.
- Models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling:
www.governorline.info/index.cfm?p=655
Managing conflict
- Global issues and forces affecting teaching and learning
- The dynamics of policy development and advocacy under our democratic political system:
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- The importance of diversity and equity in a democratic society:
www.wpi.edu/Academics/CEDTA/ISG501/variability.html#student-variability
Student variability
www.crede.ucsc.edu/tools/teaching/standards/spac.shtml
Rubric for observing student enactment of CREDE Standards
www.goodschools.gwu.edu/pubs/book/june02.html#2
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www.discriminationattorney.com
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Educated Guess: A School Board member Reflects

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Howard Good, *Educated Guess: A School Board Member Reflects*. (2003). Lanham, MD: ScarecrowEducation, Inc. 93 pp. ISBN 0-8108-4759-0

Educated Guess is a collection of essays by Howard Good, professor of journalism at SUNY-New Paltz and former school board member and board president in the Highland, N.Y., school district.

In order to more fully understand how a school board functions, one must be able to view the board's activities from a board member's perspective. Good has been able to capture and convey this perspective in a book that is both insightful and enjoyable to read.

Good's profession as a journalist is evidenced in his style of writing. Each essay is short, most running about three pages, and each is punctuated with a sharp, succinct closing statement. For example, "In the end, democracy isn't about doing your own thing. It is about giving people the opportunity and the tools—including the writing tools—to make their voices heard" (p. 80), or "We can only hope that fifty years and a thousand educational reforms from now, parents will still be able to interrupt a board member's supper" (p. 10).

Educated Guess is divided into two sections. Part I, "School Board Blues," includes ten essays related to the responsibilities of a school board member. Good reflects on issues such as educational jargon in "Say What?," school violence in "Shadow of the Gun," censorship in "Censorsh*t," and who would take on the thankless job of a school board member in "School Board Blues."

In "Public Speaking, Private Nightmare," Good gives school board members tips on making speeches. He suggests that the speaker be brief, avoid educational clichés such as "Every child can learn," create a speech that is personally relevant to the speaker as well as the audience (Good writes that the best speeches come from the heart as well as the head) and to tell stories. In addition he briefly addresses the organization of the speech, the need to be

aware of one's audience and the form of delivery. These elements of brevity, narrative and speaking from the heart as well as from the head are apparent in Good's own writing.

In a different voice, Good addresses the difficulties of being a school board president in his essay, "Into the Fire." He writes, "A board president has the unenviable task of having to somehow unite a bunch of loud, recalcitrant board members without actually super gluing them together" (p. 31), and he reaches the conclusion that the solution lies in distinguishing between leading and controlling, yet he lies awake at night hearing Rabbi Johanan's Jewish maxim, "Woe to leadership, for it buries those who possess it."

Good looks at the portrayal of school boards in the movies, in *Music of the Heart*, *Sing*, *Carried Away*, *Field of Dreams*, *Our Miss Brooks*, *Rock 'n' Roll High School* and *Teachers*. In each of these films, school boards are perceived as being authoritarian or out of touch with the community or powerless. Good suggests that these movies tell the public who wants to be involved, "Don't bother." "By portraying government, even on the grassroots level, as unresponsive to people's needs, the movies legitimize cynicism and apathy. This may be just the message many Americans want to receive, for it excuses their disengagement from the struggles and problems of public life" (pp. 43-44).

Good compares work on a school board to gardening in "Flower Power." He writes, "Perhaps I toiled too long in the hot sun, or perhaps I have just been toiling too long on a school board, but this summer I was struck by the parallels between gardening and board work" (p. 47). Both involve drudgery, neither endeavor guarantees success, both jobs require pruning, whether in "deadheading" blooms or in discontinuing programs. In addition, Good keeps a space for flowers in his garden, in spite of his wife's wishes that he devote the entire space to vegetables. Flowers, like art and music and AP courses, "make the world more beautiful and inhabitable just because they are" (p. 49).

Part II is titled "Honey and Ashes," and in these final 10 essays, Good shares his thoughts on teaching. He compares the push toward high stakes testing with his mother's pressure to have him and his brothers succeed academically in "Mom's the Word;" he probes the sense of disdain many teachers have for their students in "The Contempt Syndrome," and recommends the gift of an unabridged dictionary in "Advice to Graduates."

Good draws a parallel between education and *The Wizard of Oz* in his essay, "Off to See the Wizard." "It is my theory, based on almost yearly viewing of the movie since I was a kid, that the four companions who skip arm in arm down the Yellow Brick Road each represents a different essential aspect or goal of education" (p. 89). The

Scarecrow wants a brain, and he sings of being pleased to reason out things. The Tin Man yearns for a heart, adding feeling, judgment and moral wisdom to knowledge. The cowardly Lion seeks courage, and it is Good's belief that courage is what it will take when our students come to the realization that "woven into trendy GAP clothes or molded into the latest Air Jordans is the agony of children who work fourteen-hour days in sweatshops, no trip to the mall will ever be the same carefree fun again" (p. 91). The Wizard challenges Dorothy and her three companions to bring back the broomstick of the wicked Witch of the West, and they accomplish the task. "School should be more like that. Students should cross the threshold of a challenge and find on the other side, after a series of symbolic adventures, brains and heart and courage. It seems to me the only way we'll ever get home again" (p. 93).

The title essay, "Honey and Ashes," speaks to the power of both the good and the bad teachers in Good's life. The reader who is familiar with Patricia Polocco's *Thank you, Mr. Faulker* will recognize Good's claim that "There is a tradition in Judaism that the first time a child studies Hebrew, he is given a candy or a taste of honey. That is so he will always associate learning with sweetness" (p. 59). On the other hand, "Bad teachers create the very opposite associations. They give learning a burnt, bitter taste that lingers on the tongue" (p. 59). Good wonders if the good can erase the damage that a bad teacher does, but ends with the thought that "Maybe it is a bittersweet mixture of honey and ashes that holds this sad old beautiful world together."

Howard Good's small collection of essays is a pleasure to read. *Educated Guess* is a book that can be picked up at the end of the day, each essay read within just a few minutes. The prose is not tangled or complex, just straightforward talk with a message.

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Csikszentmihalyi to Loveless: Kaleidoscope's Tenth Anniversary Edition (2004)

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The tenth edition of Ryan and Cooper's (2004) *Kaleidoscope* offers the reader a brief look at some of the

major rhetorical discourses in education over the past half century. This recent edition attempts to encapsulate the American educational experience and does so quite nicely for the educational novice. The target audience for this text is preservice professionals, either new to school leadership or the classroom. For the more astute academic, this text serves as a reminder that nothing in the educational and political realm (edu-politico) is quite so easy to summarize.

The book is divided into nine sections of what the authors envision as the essentials of education: Teachers, Students, Schools, Curriculum & Standards, Instruction, Foundations, Educational Reform, Educational Technology and Diversity. Ryan and Cooper (2004) select authors whom they feel best represent the arguments that are still viable. Of course, this leaves out quite a few of the leading contributors in our field, but if this were an all inclusive effort it would have to be a multi-volume set and no longer a foundations text.

In section one, Ducharme's article, "The great Teacher Question: Beyond Competencies" (p. 18) is included for obvious reasons. During the decades of the 1980s and 1990s reform took many approaches, but often began with blaming teachers, and their lack of preparation, for most of the problems in this profession. This reductionist and over simplified message, in my opinion, has helped to cause the current level of flight of educators from our nation's classrooms. Low morale coupled with poor working conditions and the concurrent finger pointing has lead many to the exits. In this article, Ducharme condenses the solutions for inadequate teaching to six broad areas: (a) making connections, (b) fondness for questions over answers, (c) growing knowledge, (d) sense of the aesthetic, (e) willingness to assume risks and his final recommendation of (f) "at home-ness in the world." His critique of contemporary reforms in this selection rings true for many practicing educators at all levels. The ongoing attempts at establishing a single national test as the only indicator of academic achievement is a good example of this "one size fits all mentality. In his work, Ducharme attempts to move beyond this overly simplified approach and to look at the people we are attracting to the profession. Looking at the entire person rather than reducing it to skill attainment is a much more naturalistic method of preparing people for our schools (pardon the post-modern context here). Ducharme dares to ask the question, are we developing well rounded people to work with our nation's children or will the standards movement force us into a paradigm that is untenable? Of course these queries remain unresolved.

In part two Ryan and Cooper (2004) switch the focus to the students in our schools. They selected articles from a range of perspectives, careful not to address issues that practitioners are most concerned with and how these issues impact the classroom. Distinctively absent are articles on managing increasingly difficult students, and teaching

responsibility to a generation basically left to raise themselves. Rather they choose to include works from those very detached from classroom praxis. The one bright spot in an otherwise partisan section came from the contribution of Wasicsko and Ross (p. 81). In this somewhat detached and fairly cliché selection the authors are rather critical of current schooling conditions and teachers supposed creation of discipline problems, but they do redeem themselves by offering some appropriate recommendations that may prove helpful. For example, they suggest the following: expect the best from kids, make the implicit explicit (make your expectations known). Rewards, yes! Punishments, no! Let the punishment fit the crime (natural consequences), if you must punish, then remove privileges, “ignor”ance is bliss (ignore inappropriate behavior—with-in reason), consistency is the best policy, know each student well, use school work as rewards and treat students with love and respect (a must in this generation of self-raised children). The last being my personal favorite. This over all section, however, is so negative on the orthodox practices of educators in suboptimal working conditions that I find it hard to advise its inclusion in any foundations text.

How 21st century schools are organized is the primary focus of section three. One article with a particularly fresh point of view was contributed by Rosetta M. Cohen titled “Schools Our Teachers Deserve” (p. 121). This article takes a rather pragmatic approach to improving the school environment by valuing teachers and treating them with dignity and respect, that has been all too often neglected in the contemporary U.S. classroom. Cohen’s work borrows heavily from the corporate mantra, which long ago realized that one cannot produce a decent widget if you abuse those who create it. A lesson long over due and often forgotten in administrative educational praxis.

Parts four and five incorporated works offered for curriculum and instruction. Thompson’s “The Authentic Standards Movement and Its Evil Twin” (p. 158) provided entertaining reading with a hint of useful information for practitioners and those who train them. In this composition, Thompson highlights the contemporary issues impacting the school standards movement. He discussed primarily the testing culture that is driving current school reform, which he labels the “Evil Twin,” and the movement towards authentic assessment, the next great educational fad. Hopefully, somewhere between the two extremes we will find an optimal solution to this issue of praxis and not make it the political football it has become.

Dewey, Hutchins, Rogers, Hirsch, Boyer, Carper, Glickman, Strike, McDaniel and Lickona make the final edit in part six. Dewey, as controversial as he seems today,

should always make the A team. His forward looking societal vision is obvious and seems quite current even in contemporary application. Often both sides of the edu-political spectrum claim him as their champion. I think it would be prudent for any Dewey protégé to spend some time reading his selection in *Kaleidoscope* (p. 280). In his “My Pedagogic Creed,” Dewey introduces his basic precepts of practice. His own guide for ethical educators should be adopted and adapted to every PK-20 classroom. Starting this section off with this work was no mistake and perhaps the high point of Ryan and Cooper’s (2004) efforts. As misquoted as Dewey is in our profession, I think this article should become required reading in preservice and graduate level preparation programs.

Educational reform serves as the theme for part seven of this anthology. The authors select several landmark works that focus on school choice, teacher training, accountability, finance and school management. As the previous section provided a high point this one provides the low for this academic. These reform articles are mostly from one rhetorical camp in this often hotly contested arena. Where is the voice of Bloom (1989), Argyris and Schon, along with a multitude of others who support the real professionalization of teaching through bona fide educator empowerment (not just propping up the current structure)? Raywids’ (p. 375) work comes the closest to critically examining some of the contemporary fads now being tried in our schools. She offers a balanced method borrowing from the best of all reforms of the past two decades. She does not simply follow the crowd, as is so often the case in our vocation.

Educational technology, diversity, and related social issues make up the final two sections of this collection. I found the three selections making up the technology section extremely wanting considering the impact current and evolving technologies have had on modern school reforms. Healy, Postman and Means are hardly an inclusive measure of this ever expanding field that so influences our contemporary profession. Where is Dede, Papert, Jonassen, Thornburg, Dodge, Reiber and of course the always cited and definitive works of Marshall McLuhan amongst others? Perhaps they saved the space for the final section whose debates currently rage throughout educational scholarship. The wholesale adoption of Critical Social Theory to school praxis is one review I will leave to the reader—its outcome is anyone’s guess.

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